

London Bill in trouble from AUT

by Alan Cane
At the eleventh hour the Association of University Teachers has objected to parts of the proposed new University of London Bill, now going into its final draft.

On Wednesday this week, the last day on which comments on the second draft of the Bill could be submitted to the university, the AUT put forward proposals which could markedly alter the Bill's final form.

The London committee of the AUT, representing some 6,000 teachers in London University, claimed that the Bill had made adequate provision for students and for vocational but contained very few safeguards for the position of the ordinary academic.

It warned that unless its proposals were accepted, the AUT would oppose the Bill when it came before Parliament in the autumn.

The AUT is anxious that:

- sentence is deleted from the proposed Bill which makes it impossible to alter the purposes, powers and constitution of the university without its permission.
- clauses should be inserted to prevent university bodies from making

statutes that would reduce the academic independence of the schools.

They also want to preserve the existing rights of teachers to make representations to the university bodies before statutes are made; ensure that teacher senators are elected by their fellow teachers in their own schools; keep the proportion of teacher senators (excluding heads of schools) at not less than 60 per cent of the total senate membership; and create a representative Academic Staff Assembly.

Comments on the second draft of the Bill will be considered by the interim joint standing committee and the final draft is expected to be presented to the London Senate in October. The Bill must be submitted to Parliament on November 27.

A spokesman for the AUT said this week that its comments had been lodged so late because it had been waiting for the results of a questionnaire circulated to London members. It had also been lobbying the vice-chancellor and senior academics.

In its submission the AUT says: "We hope that these suggested clauses will be given very serious consideration. In the absence of

such clauses the AUT, with much regret, will feel itself compelled to oppose the proposed Bill when it comes before Parliament."

The London University Bill is a private one and the AUT could delay its passage significantly by opposing it in Parliament. If its proposals are not accepted the AUT plans to consult parliamentary advisers on the best means of opposing it and to brief sympathetic MPs.

The chief objection is the degree of teacher representation on the Senate. Its proposals say: "The Murray report suggested 35 teachers elected by boards of studies plus 26 elected by schools. The consultative committee now proposes 30 out of 111 members or 27 per cent. At present excluding heads of schools teachers have 18 out of 59 members of Senate or 30.3 per cent."

"The AUT would be falling in its duty of representing academic staff if it accepted such a proposal. Further, under the present proposals, student and convocation membership combined will total 32, whereas teachers will total only 30. Again, this is quite unacceptable."

Mr Callaghan will not rule out further spending cuts

by Peter Scott

Mr Callaghan refused to give any assurance that further cuts would not be made in public expenditure next year beyond those already announced.

In answer to Mr Norman Atkinson, Labour MP for Tottenham, who argued that public expenditure was far too low, the Prime Minister added: "Public expenditure is not absolute so far as I am concerned."

His refusal to rule out further cuts in 1977-78 is already being interpreted as virtual confirmation of the rumours that have been circulating about Government plans to cut up to £1,000m out of the projected total for public spending next year.

These rumours—which were criticized as damaging but were not denied by Mr Callaghan—suggested that cuts would be made in spending on roads, public sector manpower, and education so that more public money could be devoted to encouraging industrial recovery.

The present rumours are given substance by the fact that they came in the middle of the PRSC (Public Expenditure Survey Committee) exercise. As part of this exercise the Treasury makes routine

requests to Departments to consider the possibility of certain reductions—or increases—in spending. Normally the political battle about which services must bear the brunt of cuts or reap the benefits of any increase takes place in the summer or autumn.

However, Mr Callaghan hinted that the possibility of the PRSC exercise might be speeded up by changes in 1977-78, and he has always said that we are combining the matter, industry, the House of Commons, and the House of Lords, the country should know of changes as soon as possible. It can now complete discussion by the end of July, I think that will be helpful.

But after the child budget vote there must be a question over the Government's ability to carry out its own proposals in public expenditure. In particular new cuts in public expenditure are certain to be made by the Government in the next few months.

Among remedies he suggests are financial incentives for first-degree students on courses of particular relevance to industrial competitiveness and to the economy, and a reduction in the number of first-degree places coupled with an expansion of some degree courses to a four-year basis to increase breadth and include vocational elements.

Varley prescribes ways to improve quality of engineers

by David Dickson

Firm action to reverse the current decline in both the number and quality of graduate engineers entering key areas of manufacturing industry has been demanded this week by Mr Eric Varley, Secretary of State for Industry.

Evidence for the trend was provided by both a below-average standard of entry to engineering and technology courses in university and polytechnics, and difficulties encountered by firms in filling posts requiring graduate qualifications, according to Mr Varley.

Among remedies he suggests are financial incentives for first-degree students on courses of particular relevance to industrial competitiveness and to the economy, and a reduction in the number of first-degree places coupled with an expansion of some degree courses to a four-year basis to increase breadth and include vocational elements.

Mr Varley says there has recently been a welcome increase in short courses, but that this is not enough. He says that a post-experience course of a vocational kind, and that in vocational training areas, there have been sharp increases in student numbers on modular courses.

There was a growing consensus among industrial interests that further specific actions appeared necessary to develop the strong engineering profession that was a prerequisite to the economic health of the country.

Possible measures might include an assessment of the value of HNC courses compared with degrees for future technicians, and the case for some school pupils in their last year who were not proceeding to



Mr Varley is worried by level of recruits to industry

higher education preparing for apprenticeship at a technical college.

Addressing the Select Committee on Monday, Mr Varley said he was particularly concerned at the poor image of industry among school, university and polytechnic students, and the low status of scientists and technologists in the community.

"The more I look, the more disturbing the situation becomes," he said.

● The Department of Industry has awarded a grant of about £100,000 to the universities of Cambridge and Lancaster to expand a jointly-run one-year course designed to equip engineering graduates for careers in manufacturing industries. It was announced this week.

The course is designed to make engineering graduates "technically literate" in all the basic manufacturing processes and their organization, and is currently run by two course tutors, one in Cambridge and one in Lancaster.

DipHE first for London polytechnic

by David Hencke

The first students to be awarded a diploma in higher education graduated at North East London Polytechnic this week. A total of 43 received a diploma, a further six received a conditional award and three failed.

The diplomas were on one of two pilot DipHE schemes started in September, 1974, at NELP and Dulmer College of Higher Education, Reading. A further 15 students at Dulmer are expected to receive their results within two weeks.

The NELP course was experimental, validated at first for only one year by the Council for National Academic Awards, since it allowed students to design their own course and did not demand two A levels for entry from every student.

Students attend only one formal lecture a year, given by Mr Tyrrell Burgess, head of the DipHE unit. The rest of the two years is spent on group and individual project work and considerable emphasis is placed on acquiring skills and practical experience.

During the past two years they have been attached to Conservative and Labour MPs as research assistants. One, Mr Tony Travers, became secretary of the National Association of Governors and Managers, others have visited India and Scotland on project work while a large number have taken part in community action groups in the East End of London.

Students have often attended conferences on innovation and curriculum development in both Britain and Europe, numbers attended and participated in the first annual meeting of the Association Implementing Diplomas in Higher Education (AIDHE) at Birmingham and the polytechnic also sent a student to Bremen to attend a conference on independent study in Europe.

The first medical graduates of the University of Southampton also received their degrees this week: 37 students, 20 men and 17 women, received their degrees from Sir Eric Roll, chancellor of the university.

The medical school was opened in 1971 as a result of a joint initiative by the university and the former Wessex Regional Hospital Board.

● Central funding for all higher education and the abolition of all tuition fees.

Mr Mulley's announcement was met with relief tempered with disappointment in most quarters this week. A source close to Government said it was "far better than it might have been", a clear reference to earlier suggestions that the increase might be as much as £2,000 a year.

● The Association of University Teachers said: "It is disgusting that this whole convoluted exercise is a device to cut down on overseas students without appearing to be discriminatory." Mr Laurie Sapper, AUT general secretary, said there was a danger of distorting the whole educational balance. "It is a carte blanche for institutions to attract students in sociology and the arts to increase their incomes."

The National Union of Students raised four points: students on discretionary awards would be hardest hit; most overseas students would have to find the £650 fee themselves; the Inner London Education Authority would have to drop its plans to cut the number of overseas students; the end of parental contributions was welcome, but the end of the £50 minimum grant was condemned.

The National Association of Teachers in Further and Higher Education said it opposed the inordinate increase in fees which would be a substantial disincentive to students from developing countries.

Numbers of overseas students to be "pruned" at the present level of just over £2,000.

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Cuts protection for universities

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behind the cuts inexplicable since the result would likely be a return to the early 1960s.

The cut in postgraduate teaching places is expected to end the aspirations of a number of colleges and polytechnics to expand their training of secondary teachers. A number of colleges had plans to offer new postgraduate courses but the department will probably forbid any expansion and curb other courses.

Mr Malcolm Lee, chairman of the teacher education standing committee of the National Association of Teachers in Further and Higher Education, warned this week: "Principals of colleges and heads of polytechnic departments could be well advised to delay their holidays until the individual figures are known. It is possible that quite substantial cuts could be introduced."

● A new survey of teacher employment prospects has been prepared by NATFHE which confirms the broad findings of the National Union of Students' survey published last month.

It is based on a 20 per cent sample of colleges taken at the end of June and shows that only 23 per cent of certificate, 29 per cent of postgraduate and 40 per cent of bachelor of education final-year degree students have been offered jobs. It also shows a disturbing trend that even students in subjects where there is still a shortage of qualified staff in schools have not been offered jobs.

Only students in business studies had all been offered jobs. The percentages with jobs in other subjects were 50 per cent in mathematics; 48 per cent in physical science; 40 per cent in French; 38 per cent in handicrafts; and 10 per cent in home economics.

He also condemned the publication of the cuts in the press last week before members of the Advisory Committee on the Status and Training of Teachers had seen the figures.

Three chosen for Royal Commission

Professor Ralf Dahrendorf, director of the London School of Economics, and Mr Peter Oppenheimer, student and tutor in economics at Christ Church, Oxford, are among the three chosen for the Royal Commission on the future of higher education announced by the Prime Minister this week.

Mr Alwyn Roberts, lecturer in social history and institutions at University College of North Wales at Bangor, will also be a member.

OU what a scorcher



Temperatures reached 33°C (91°F) at the Alexandra Palace in London on Saturday when 570 students crowded the main hall to receive their degrees from the Open University. Honorary degrees were awarded to Dr William Himmelfarb, professor of social psychology at the London School of Economics, and to Mr Frank Jacques, secretary of the East Anglian region of the Workers' Educational Association for 40 years.

£250,000 raised for refugees

Nearly £250,000 has been raised by the World University Service and other agencies to help refugee and overseas students during the last two years.

Figures sent last week to the Ministry of Overseas Development show that a number of campaigns for raising money from private sources for Chinese, South African and Kurd students have clearly raised far more money than they hoped.

The China programme has led the way, with the fund-raising campaign at £30,100 by colleges and universities. In addition scholarships worth £40,000 donated from private organizations and individuals. Scholarships to South African and Rhodesian students total £116,300 over two years.

Mr Paul Hodges, associate secretary of the WUS, said details of the success of the fund-raising campaigns had been sent to the Ministry of Overseas Development. The WUS was hoping to persuade some of the campaigns.

Advisers start careers drive to counter jobs dearth

by Tim Albert

University and polytechnic careers advisers have launched a special drive to compete for the dearth of job opportunities in the public sector.

The Standing Conference of Universities and Polytechnics' Appointments Services (SCUAS) for the first time has put one of its members, full-time open creative most vacancies in industry and commerce. It is Dr Neil Harris, a careers adviser for the University of London, who has been seconded to SCUAS for six months to concentrate particularly on increasing vacancies for graduates in the chemical industries, building societies and retail trade.

Careers officers say that this year will be as "difficult" as last—and probably more so. "One does not see any easing of the job shortage," says Brian Punt, director of the Central Services Unit for Careers and Appointments.

"This is mainly due to the irresponsible way in which the public sector has slashed its intake."

Neill becomes new warden

The fellows of All Souls, Oxford, have chosen another lawyer to be their next warden. In September, 1977, Mr Patrick Neill, QC, a former barrister and a member of the Bar Council, will formally take over from Mr John Sparrow, aged 69, one of a barister and warden for the past 24 years.

All Souls, which does not take undergraduate students, includes Lord Hailsham, Mr Douglas Jay and Sir Keith Joseph among its 60 fellows. On Saturday most of them met for two and a half hours behind the closed doors of the college library to make the appointment.

It is understood that the most recent rival to Mr Neill was Professor Bernard Williams, Knightsbridge professor of philosophy at Cambridge. Others who have been "sifted" were willing to be nominated included Mr Michael Pevsner, the historian, and Professor Peter Mathias, Chichele Professor of Economic History at Oxford.

Mr Neill is 49. After Highlights School, he went to Magdalen College, where he was the Gibbs Law Scholar in 1949 and Eilon Law Scholar in 1950. During the same years, he became a fellow of All Souls, and since served as sub-warden and as a member of the general purposes committee.

Called to the Bar in 1951, he is a leading patent lawyer and a Crown Court Recorder. He was chairman of the Bar Council in 1974-75. His recreations are listed in Who's Who as music and forestry.

ILEA student figures increase

The number of full-time and part-time students in the Inner London Education Authority (ILEA) has increased in the last year. The figures for 1976-77 are 17,079 in 1975-76 and 17,374 in 1976-77, according to a report from the education officer.

During the same period the number of full-time and part-time students in the ILEA has increased in the last year. The figures for 1976-77 are 17,079 in 1975-76 and 17,374 in 1976-77, according to a report from the education officer.

The report says that it is difficult to draw conclusions from the figures, but that the rise in the number of students in the provision of the Inner-London Education Authority (ILEA) is a result of the increase in the number of students in the provision of the Inner-London Education Authority (ILEA).

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Maureen Cranston reviews "The Idea of a University"

Owen Chadwick on "The Idea of a University"

Higher Education

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Switch resources 'away from universities'

by Sue Reid

A switch of resources from universities and secondary schools to adult education has been urged by Mr Derek Legge, director of the department of adult education at Manchester University. He has warned that universities are ignoring the needs of many people and should play a more decisive role in community education.

Speaking to delegates at the annual conference of the Association of Adult Education last week, Mr Legge said: "We have to think of a switch of resources from the universities and secondary schools". In terms of life-long education, adult education has the task of rethinking the whole process of education and helping others to do the same.

Adult education was no longer a marginal service but a central sector of the education system. It provided for the needs of the world today and the present cutback in resources was only a temporary lull.

Mr Legge said that universities needed to become involved in community education, to establish educational needs of vast numbers of the population," he added.

Life-long education could spell an end to the idea of fixed stages of education and of fixed times for the acquisition of any skill or knowledge. If we accept the concept we must give up talk about primary, secondary, tertiary and higher education. We must think of recurrent opportunities throughout life with no sharp break between child and adult education.

Children could be given a basic education—in no great depth—which would be essentially preparatory for the much longer adult sector, said Mr Legge.

He stressed the need for optimism

in adult education in spite of the present attitudes of many local education authorities. But this brought a stormy reaction from some delegates and Mr Tod Foulser, secretary of the association, said that adult education was under the worst threat that it had ever been under any Government.

Another plea for optimism came from Mr Harold Marks, staff inspector for adult education at the Department of Education and Science. He told delegates that the present crisis was a very real one and things were likely to get worse before getting better.

But he said that time there was a movement towards the development of permanent life-long education.

The shortage of money could force reorganization within adult education and shorter classes. This could result in a better organization of courses designed to suit study needs particularly in terms of length.

Mr Peter Clyne, assistant education officer for community education with the Inner London Education Authority, called for the establishment of a positive discrimination policy in adult education which produced a larger than proportionate allocation of resources for minority groups.

This work could only be undertaken if there was continuing cooperation between adult educationists and other professional workers, he maintained.

Delegates at the conference voted in favour of the establishment of a national education council for adult education but indicated that it should be a body with its own independent identity, powers and status. They called for a policy of mandatory adult education provision with a protected proportion of national education finance devoted to it.



Down the ramp and into the limelight—one of the designs in the year-end fashion show at the Royal College of Art.

Europe votes modest amount for joint study programmes

by Paul Moorman

Funds totalling 100,000 units of account (about £60,000) have been allocated by the EEC Commission in Brussels for the coming academic year to help joint programmes of study being run by institutions of higher education in different member states.

Courses may be at any level, but will have to last at least three months. The grants, which will be non-recurring, will range between 2,000 and 10,000 units (£1,200 and £6,000). The principal purpose is to aid the development of courses already at a preliminary planning stage.

Although the sum earmarked for 1976 is admitted to be extremely modest, it is being emphasized in Brussels that the scheme is only an experimental stage. Resources, too, are strictly limited. For these reasons it has been decided to restrict the funds to courses only rather than make them available as the Marker's education ministers last December to joint research projects as well.

Applications for grants must be made by the participating institutions to the Commission by the end of September. If demand exceeds the number of grants available, the Commission will choose the beneficiaries.

The Commission foresees three ways in which courses may qualify to be called "joint":

- students must spend part of the study period in each institution concerned;
- academic staff must teach part of the course in the other institutions taking part;
- the course, planned jointly between at least two institutions in different member states, must deal with a topic related to the development of the EEC.

In general the grants are intended to cover such expenses as travel

and subsistence for those attending joint planning meetings and subsequently monitoring progress, teaching materials for the course and non-recurring costs connected with the launching of the new project.

Institutions which obtain the grants will be expected to report on their eventual use to the Commission and to cooperate in an evaluation of the course's "European" usefulness.

Meanwhile, the Commission is unhappy about the progress being made towards the mutual recognition of degrees and diplomas in the Nine.

Following protracted discussions between leaders of the medical profession in the Nine, originally chaired by Professor Ralf Dahrendorf, then EEC Education Commissioner and now director of the London School of Economics, agreement was reached to set up a mutual recognition of qualifications.

From December doctors should be free to practice throughout the Market.

But doctors have been very much the exception which has proved the rule of professional reluctance in the face of proposed change. Little headway, for example, has been made in the cases of lawyers, nurses, architects, dentists, opticians, veterinarians, midwives and pharmacists, although in some of these professions preliminary proposals on mutual recognition have been drafted.

The main hurdle facing the lawyers is that access to the profession depends on the possession of qualifications prescribed at national level. This hinders lawyers being able to appear in the courts of other member states. No progress has so far been made to overcoming this obstacle within the EEC.

One aspect of the doctors' agreement of particular significance to Britain is that it has been confirmed that only doctors trained in an EEC member state are eligible to benefit under the freedom of movement clause enshrined in the Treaty of

UGC to give Royal Academy money

by David Walker

The University Grants Committee is to provide extra funds for the Royal Academy through the Arts Academy.

Sir Frederick Dainton, chair of the UGC, revealed at the Royal Academy annual dinner last night that an undisclosed sum would be made available to the academy by the UGC.

It was made clear by Dr R. Williams, secretary of the academy, that this grant was entirely for the benefit of the academy's research and scholarship awards.

UGC funds will be used to assist the academy's research and scholarship awards in post in British universities.

Aid for learned societies is equally important task, but one of which other sources of funding are being found.

Recommendations along these lines are expected from a joint committee on the plight of learned societies hit by inflation at the academy and the Royal Society.

Mr Jack Embury, a retired servant, is expected to produce a report for the committee.

In the latest UGC annual report the idea of a separate report for the academy is dismissed on grounds of cost.

The academy which already receives funds for scholarly prizes, overseas scholarships and research awards is considered a better channel.

Although Dr Williams emphasized that the academy was not alone, the election of several considered the academy too bridge and English have a list of newly-elected fellows.

Plumb lauds US exchanges

The cultural interchange between Britain and the United States has been of even greater significance than that between Ancient Greece and Rome, according to Professor J. H. Plumb, formerly professor of English history at Cambridge University.

Addressing a discussion meeting on Anglo-American relations in London last week by the British Academy and the Royal Society, Professor Plumb said that links between the two countries had existed at all levels of cultural activity.

"The spread of science, the exchange of technology, and the intermingling of universities in the second half of the twentieth century have led to a massive exchange of intellectual, cultural and social influences, belonging to all ages and disciplines, unique in the history of man."

"The Greco-Roman cultural interchange was complex and far-reaching, but not comparable in way to the Anglo-American exchange."

Professor Plumb said that about a 100 years after the end of 1776, the common culture of Britain and America had become stronger in the United States than in Britain.

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DES warns on deadly viruses

Polytechnics and colleges carrying out research using any of the nine deadly viruses listed as category A should designate a member of staff as Microbiological Safety Officer, a new Department of Education and Science memorandum urges.

The pathogenic viruses in category A are Lassa fever, Marburg, Crimean haemorrhagic fever, Machupo haemorrhagic fever, Junca haemorrhagic fever and Venezuelan equine encephalitis.

The new memorandum is based on the Codex report on the laboratory use of dangerous pathogens, says that a dangerous pathogen

category A virus is now kept in a secure container, and any further work on a category A pathogen should consist of the DES (HSE) branch) at an early stage. It should be applied to the Department of Health and Social Security or Ministry of Agriculture, Fisheries and Food.

A more detailed booklet, giving details of control procedures will be available from the secretary, dangerous pathogens advisory group, room D140, Alexander Fleming House, Elephant and Castle, London, SE1 6TP.

Don's diary

Computer on

One nice aspect of this column is the absence of a headline—no words which can inflame or perhaps cause the reader to skip elsewhere for his meat. Perhaps you are like me and read the headline and skip the rest of the article. If so, I feel gratified that you have read this far. The effect of the word "computer" on different people is quite remarkable. You could be like my wife who maintains that an "unlucky" person is one who has a computer in his mental capabilities—or maybe he conjures up visions of £3m gas bills and incorrect trade figures.

Regrettably, so many people turn another cheek, and presume that there are others who are fully competent to understand these issues and sort them out. However, the use of a computer is extending into the virgin fields with a requirement for guidance from the field itself and there is nothing to suggest that this encouragement will come from the regional centre cost.

Conferences on archeology, historical studies and linguistics all have their papers entitled "The Use of Computers in..." It is a tool, and if well applied can be so adapted as to enhance the use of scarce and expensive manpower in many aspects of research and education. Wrongly applied it can be apallingly destructive.

Monday

Planning sub-committee. Do people realize how much money is already spent on provision of computer services in universities? Most estimates offer a figure of about 8 per cent of the total budget. That is not a marginal cost—it is a huge amount of money. Over Britain it amounts to about £25m per year.

It is the right amount?—many are asking, and all manner of schemes (which include charging for the use of computer services), are being dreamt up, to give some light on this question. If only, where there were people who could assess the value of but a few applications. One administrative system I implemented was costing solely on the basis of reducing the contents of the right amount?—many are asking, and all manner of schemes (which include charging for the use of computer services), are being dreamt up, to give some light on this question. If only, where there were people who could assess the value of but a few applications. One administrative system I implemented was costing solely on the basis of reducing the contents of the right amount?—many are asking, and all manner of schemes (which include charging for the use of computer services), are being dreamt up, to give some light on this question. 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English revolution

from Dr Brian Manning

Sir,—In his review of my book *The English People and the English Revolution 1640-1649* (THES May 28) Mr John Miller accuses me of selecting, distorting and suppressing evidence in order to support the Marxist interpretation of the English Revolution.

But the book consists chiefly of accounts of a number of demonstrations and disorders, mainly in the period 1641-1643, with the object of trying to discover the factors that were agitating sections of the people at this time. What he calls "the multiplication of examples gathered at random" is an attempt to present the evidence in such a way as to exhibit the whole range of possible factors.

I have presented at some length all the evidence that I had found in relation to the London mob, and perhaps Dr Miller would be good enough to say what evidence I have deliberately suppressed. I think that I have probably drawn attention to a wider range of factors influencing the mob than can be found in previous accounts, and perhaps Mr Miller would be good enough to say what factors I have ignored.

The conclusion that I drew from examination of popular movements in three provincial towns hardly shows a desire to suppress evidence of everything but "class conflict". Their motives were many: fear of attacks by papists, royalists, and plundering soldiers; distress at the disruption of their livelihoods by economic depression and war; hope that Parliament would redress their grievances and give them a more secure future; they were yet sustained by ideals of religious reformation and political democracy as cures for all their problems and ills, and they were fearful and suspicious of the intentions of all superiors, whether royalists or parliamentarians... (p. 215).

Nor can I find that I do not "allow these people to have 'political or religious motives' for their actions" as Mr Miller says. I devote much space to trying to discover which political and religious issues affected which sections of the people. What I actually say is that those of "the middle sort" who supported Parliament "did not generally do so merely out of respect for their social superiors or at the behest of the parliamentarian gentry and clergy, but for their own political and religious ideals, and they injected into the parliamentary cause an emphasis on godly reformation and a growing note of social rebellion" (p. 243).

Mr Miller says that I persistently confuse "the widespread demand for the exclusion of bishops from the House of Lords with the more extreme demand for the abolition of episcopacy" (p. 1). But the whole argument of chapters I to V is based on distinguishing between these two demands, as spelt out in pages 66-67 especially.

I use the term "middle sort of people" as it was used in the seventeenth century and I state clearly that by this term I do not mean a "bourgeoisie" or "capitalist class". I do not say anywhere that all the middle sort were radical or that all the poor hated the rich. In fact, I stress in my preface that "nearly a majority of the middle sort of people supported the parliamentarian party".

"In any case," I write on page 227, "large numbers of the people supported the king, and over a great deal of the kingdom masses of them were indifferent or opposed to both sides and wanted only to live their lives in peace and maintain their livelihoods," and yet Mr Miller says that I have an "implicit and unacknowledged faith in both a class interpretation of the revolution and the innate radicalism of the people".

I do not say that every particular or local conflict is a class conflict. What I do is to give an account of numerous conflicts, strokes and anxieties which through religious and political activity gradually focus into antagonism between parts of the "ruling class" and sections of the people.

Mr Miller's accusation that I

ignore recent books that do not fit in with my preconceptions is either factually incorrect (there are three references to the essays edited by Professor Aymer and it is obvious that what I said about the Levellers was influenced by the essay of Keith Thomas), or beside the point, because I was not studying either the gentry or the county community but seeking to provide a corrective to preoccupation with one social group and a single administrative unit, or unfair because the books by Clive Holmes and John Morrill appeared after my manuscript had gone to the printers.

Yours faithfully,

BRIAN MANNING

Cwm-y-Glo, Cnemaion, Gwynedd.

Dr John Miller replies:

In his letter about my review of his book *The English People and the English Revolution*, Dr Manning complains that I accuse him of selecting, distorting and suppressing evidence in order to support the Marxist interpretation of the English Revolution.

His main complaints are first that I failed to recognize that he distinguished between various motives compelling different sections of "the people" in different situations and second that he said more than once that the radicals on whom he concentrated were not a majority of "the people" or "the middle sort".

I do not deny that he did both of these things: and had he done so with any consistency my criticisms would have been unjustified. But he did not. Having made such distinctions, he far too often ignored them when formulating more general conclusions. Too often he lumped together the demands of very different sorts of people (p. 76) "the middle sort" or "the people" or "the middle sort" as if they had common objectives (pp. 104, 216). Thus after careful and detailed analysis, he slid into crude generalizations of class conflict.

Here it is hard to accept some of the claims in his letter: "I state clearly that by this term [the middle sort] he do not mean a bourgeoisie or capitalist class". But on page six of his book he wrote: "The bigger peasants and richer craftsmen formed an emerging capitalist class." Similarly, in a letter states: "I do not say anywhere that all the middle sort were radical or that all the poor hated the rich"; he also says that those of the middle sort who supported Parliament did so for "their own political and religious ideals".

These statements are hard to square with his remark on page six that "the middle sort of people were impelled by a hostility towards the nobility and gentry and richer classes which converted constitutional and religious issues into class conflicts". Similarly on page 182 he wrote: "Inevitably a poor parliamentarian squire and a poor parliamentarian peasant would not see the conflict in the same terms. The former took up arms against royalist forces for political or religious reasons; the latter took up arms against Royalist squires because they were squires."

As for his second complaint, concerning his awareness that the radicals were a minority, it would carry more weight had he devoted more attention to "conservative or neutralist" popular action. In a study of "the people" in the 1640s the Chamberlain surely deserved his reputation as the Leveller.

His response to my remarks about his ignoring recent research is less than satisfactory. Even if his book has been at the printers for over two years, that does not excuse his ignoring the implications of Rye's work on Kent and elsewhere published in the 1950s.

Moreover, his remarks imply that he might have changed his views in the light of recent research; but some of the crudest generalizations quoted above come from his short preface, dated August 1975, in which he could surely at least have noted that such work had appeared.

Yours faithfully,

JOHN MILLER

Department of History, Queen Mary College, London.

Sport's good if you can get it

Take a kick at a football, a crack with a hockey stick or indulge in a little basketball and you are likely to be more sociable and more stable than those who do not.

That at least is what two researchers from the department of education at Aberdeen University revealed earlier this year in a recent issue of *The British Journal of Educational Psychology*.

Out too goes the myth that those who stay in to watch the football will get better examination results, because, say the researchers, students who are active are equally as successful in course work as non-participating students.

This gives academic backing to the notion that "all work and no play makes Jack a dull boy". But unfortunately for Jack exactly what he can play depends very much upon what sort of college he goes to. And it is this that has begun to worry students around the country.

For given the importance of sport and activity in the development of the individual student, the provision of sports facilities becomes a matter of urgency and differences in facilities becomes an issue of educational opportunity.

This was taken up at the National Union of Students Universities Conference earlier this year. Although the NUS has no actual mandate on sport, Trevor Philips, past executive member responsible for sport, has said: "We want to see sport as an integral part of student life, because it is one area of leisure in which a student can easily get involved and have a lot of choice."

He estimates that over a quarter of a million students are involved in sport every week, and that it is the single highest item of expenditure for a students' union, along with staff expenses.

The motion passed at the Univer-

sities Conference, which was tabled by Durham and Salford Universities, recognized the important role of sport in student life and criticized the wide disparities in the provision of sports facilities.

The conference noted that universities "have on the whole extensive and secure physical recreation provision and that the national university student sports organizations are much better financed than in the non-university sector" and, it was argued, "the standard of attainment is more often than not related to the facilities available."

Behind this is a growing awareness in student circles that local education authorities are not fulfilling their duties under Section 63 of the 1944 Education Act, which states that: "It shall be the duty of every local education authority to ensure that the facilities for primary, secondary and further education provided for their area include adequate facilities for recreational, social and physical training."

"Some of the smaller colleges hardly have any facilities at all," said Jackie Chapman, for three years on the Sports Council of the University of London (ULU). The danger is, however, that in attempting to remedy the situation bitter quarrels over the allocation of funds will break out between the sportsmen themselves, between the university and non-university sectors, or binary sport as it has become known.

"The last thing we want," said Mike Gee, general secretary of the British Universities Sports Federation (BSSF), and secretary to the British Student Sports Federation (BSSF), "is a fight developing between the two camps. As I see it there is no question of scaling down the funds going to the universities but rather scaling up of provision to other sectors."

To this extent the cross-binary sports campaigners have got it all

wrong. For there are essentially two different levels to the sports debate: to get a better sports deal for students, and to get a better sports deal for the nation.

First, there is the provision of facilities, such as sports fields, gymnasiums and squash courts, which in the non-university sector is the responsibility of the local education authorities.

In many cases the polytechnics have good facilities and so lower technical colleges and colleges of education which have inferior ones. Second, there is the organization of sports competitions, from the lowest level up to the Olympic Games.

Paul Perkins, deputy president of Durham University, and now a member responsible for sport, argues that cross-binary sport is a major role to play in breaking down binary barriers between universities and non-universities.

"Stirring facilities can help to lessen the impact of under provision," he said. For example, Durham university has a main sports complex, but the school of agriculture, although just across the road, cannot use it.

Student competitions have become sectorized largely for financial reasons, with universities, technicals and colleges of education organizing their own competitions. Here Mike Gee points out its danger: "If you are not two divisions in student sport, you are not two divisions in life."

These three British sectors are coordinated for the purpose of the international competition by the BSSF, which now organizes some domestic student championships as well.

One of the most active campaigners in the cause of cross-binary sport has been Chris Park, Leeds NUS area chairman, and president of City of Leeds at Carnegie College, who has written a paper on the subject and circulated a letter in the last term to college presidents urging them to share facilities with smaller colleges, establish area sports teams to participate in cross-binary competitions, to arrange joint recreational activity with staff associations of trade unions, and to attempt to pressure on LEAs to open up sports facilities to the public.

One place where an attempt to establish some form of cross-binary activity is underway is London where the London Student Sports Federation was founded earlier this year. It takes in polytechnic colleges of education, ULU and the University. "The idea," according to Jackie Chapman, past co-ordinator of the federation, "is that it is a cross-binary competition. On the one hand it will be a tennis competition, next term."

To many sports administrators, however, the whole thing is rather idealistic. For although it is true that universities do, on the whole, have better sports facilities than other educational sectors, this does not mean that they are under-utilized. A spokesman at Liverpool University, which has an excellent sports complex, said that the public are encouraged to use the facilities during vacations, students must get priority during term.

At the University of London Union many of the sports facilities are being used to full capacity. What is required, Mike Gee said, is a gradualist approach. He pointed out that because of many college mergers "this is a waiting time". Although he favoured the development of sport at all levels in student life, this really boiled down to a question of finance.

The premisses of university sport is also largely a question of finance. It was in 1962 that the former principal of London University, Sir Douglas Logan, persuaded the other university vice-chancellors to support BUSEF on a per capita basis. It does not therefore rely on college unions for their support, and not unnaturally all 50 of the universities belong to it.

The university dominance is reinforced by other groups of students, although BUSEF has been instrumental in helping other sector organizations to get started. The Sports Council has so far refused to provide funds for student sport, but according to Mike Gee, this could be a source in the future.

Whatever happens, however, then NUS will have had to evolve some sort of policy of its own. Until now it has managed to exist without one.



Sporting students: "is academically successful".

Rosalind Hill's students petitioned for her to continue teaching after retiring—Frances Gibb finds out why

Infected with a passion for history

Some 60 history students at Westfield College, London, have signed a petition and presented it to the head of department asking that Rosalind Hill, professor of medieval history, who is retiring this term after nearly 40 years, should be allowed to continue teaching.

It is some measure of the popularity of Professor Hill among students, which in turn is a reflection of her own dedication. Research and teaching, for her, are much more than a job. "You can't teach unless you research and you can't research unless you are continuously interested in the subject," she says.

"I don't think the method of teaching matters in the least; the people who have taught me most are obviously good in their own subject and find it absorbing, and I caught it from them like measles!"

It was at Oxford that Professor Hill herself first "caught it", from among others, her tutor, Augustus Leys, F. M. Powicke, then Regius Professor and Professor V. H. Galbraith, then at Balliol. Born in 1908, Rosalind Hill went up to St Hilda's College, as an open scholar in 1928. She took a first-class degree three years later, and then spent two years on research for her DPhil on ecclesiastical letters books of the thirteenth century.

Her first academic post—"I taught J. H. Plumb so I was thrown in at the deep end"—was at Leicester University, University College, Leicester, as it was then, where she spent four years. "It was a tremendous change from Oxford," she says, "small, with about 120 students, and very much an institution making its own way. I loved it."

She came to Westfield in 1937, and can claim to be its longest serving academic. "I've seen it change from a college of the university in arts and science; from a women's college to a mixed college," she said. She held a lectureship until 1955, then became a

reader and has held a personal chair since 1971.

Her interest in certain aspects of medieval history dates from her time at Oxford. These fall into three main areas. The first is the medieval bishops' registers. She had edited seven volumes of *The Rolls and Registers of Bishop Oliver Sutton*, which she first began in 1936 and is still working on.

A second interest is the Crusades, and her main work in this area is the *Gesta Francorum*, translations and text of the first and most important chronicle of the first crusade. The historian she most admires is the Venerable Bede, and she has published a number of articles on Bede and Christianity in the seventh and eighth centuries.

Her research springs directly from her view of history. "It is through history chiefly that we can experience the impact of greatness, recognize it for what it is and come away with the conviction that we ourselves have lived for a little while in another dimension."

Professor Hill does not see history as a guide to the future. "I don't think history can teach you what to do in any given situation. It could teach you how to live—and hopes it does: I think it teaches you to see choices between good and evil. I'm a very old-fashioned historian," she adds with a smile.

Indeed she puts the case forcibly for the history of the "unfashionable kind": the kind, she says, that helps people to spend all their hours of research in the laborious job of editing medieval administrative records to make them available for other people's work. The medieval bishops' registers, household and diocesan clergy seem to come nearest the definition of good craftsman, and their works, and of great men, "seem to me unfashionably, the jewels of the history," but he never neglects the history in arts and science; from a women's college to a mixed college," she said. She held a lectureship until 1955, then became a

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Rosalind Hill, professor of medieval history, Westfield College, London.

text interesting. Her style of teaching, with its fund of amusing anecdotes, is typical of her approach to life. It is about people; that's her broad-minded and adaptable, but at the same time insist that she does not "sell out". "She will come to the pub, but she will also go to vespers or to chapel."

Students and staff both cite the case of Latin no longer being compulsory for entrance to a history degree course as an example of Professor Hill taking a stand on a matter of principle. She fought hard against the suggestion, but as soon as the decision had been taken, accepted it.

For students she makes history come alive. One said that she finds "humanity in the most unexpected quarter" and can make the driest

know any Latin or cannot handle your own language, which I find increasingly as I mark essays."

She tells the tale of an ex-student of hers going to Essex University for postgraduate work. Professor Hill shortly afterwards received a letter from a professor she knew there who remarked, astonished that the student "could read Latin."

Although she is not a believer in theories that the past was either "golden" or "dark", she thinks that standards of written English, and knowledge of a foreign language, have slipped a long way in the past 15 years. "If you can only read history from the standpoint of your own country, it's a difficult business." On the decline of languages, she says: "I suspect

seriously the problems of teaching the language skills. By taking seriously I mean finding out what is involved in actually knowing a language."

"I would have thought that a much more enlightened approach would have been encouraged at all levels but there has been a reluctance to find out what language consists of, and here at the polytechnic it is in the areas where students have been tested that there is an appreciation of the rigour and objectivity of the programme as a whole."

Mr Riddle said that this year he wanted to apply the test to as many of the first year intake as possible. He hoped that the 1976 TELP results could be correlated with the students' final results. The demand for testing was, however, related to the nature of each department's intake. The engineering and business studies areas, with a large number of overseas students, found they needed it badly while in social science it was not so necessary.

"We are going forward very fast in some areas but not in others. Generally people are sympathetic and see the value and need for testing. The demand arises from the nature of the intake and the size of the problem. For instance, we cannot start testing students reading English literature."

Mr Riddle would like to see TELP expanded into the other education colleges so that students with language problems could be earmarked earlier in their academic careers. He believes that if the difficulties were known before stu-

they are not taught structural grammar in school so they can't handle a language. They can flag a lift or ask for a sandwich, but they don't know the difference between a noun and a verb."

She is wary, too, of institutions becoming too large. Growth in size (Westfield now has about 900 students) is what she thinks has altered the college most. "Things have got to grow and develop, but a small unit in a university seems the ideal way of teaching; by that I mean about 150. What tends to happen, if it is bigger than that, is that it breaks up into small units inside the college. It's more interesting if you can get a mix of staff and students talking to one another."

Her many outside interests reflect what her colleagues see as a mixture of a slightly old-fashioned courtesy with a will of iron, or as another put it, "great kindness and charm with tough charity."

She does much for the community of Stockbridge, Hampshire, where she has been Lady of the Manor, since inheriting the manorial rights from her father. She still holds court there every year, when local officers—bailiff, paragon and sheriff—are elected, and local disputes, such as how many animals can graze on the common, are settled. She has provided playing fields for the villagers and an old people's home has been named after her.

Her charity extends to animals. She belongs to the Universities' Federation of Animal Welfare, has published a pamphlet on the treatment of animals in the Middle Ages, and is renowned for ensuring that every cat that strays on to the college premises is cared for.

Her other societies give some idea of the range of her interests. They include the Ecclesiastical History Society, of which she was president, the Royal Historical Society, the Society of Antiquaries, the Canterbury and York Society, the Royal Society of Arts and the Ancient Monuments Society.

Perhaps the most surprising hobby is mountaineering. "I rush to the top of anything," she says, and intends to continue after her retirement. "I doubt if I'll get up the Montserrat in Arts and the death will keep me from Scarfell."

For the rest of her time, she has plans for two more volumes of Bishop Sutton's registers and a life of Archbishop Melton of York. So whether or not the position succeeds and she carries on with her teaching, she will undoubtedly—as one student said of her lectures—"end on an up-beat."

Testing the limits of their English competence

Sue Reid reports on a diagnostic programme developed at Middlesex Polytechnic

The number of overseas students in higher education has doubled in the past decade, presenting universities and polytechnics, who now bear a growing responsibility for educating foreign students, with a set of teaching problems unknown in the past.

For 60,000 students from overseas on advanced and non-advanced courses alongside British students a key problem is the language barrier. Now Middlesex Polytechnic, with 832 out of 5,189 students coming from overseas, has set out to try to pinpoint the English language difficulties facing its foreign—and, indeed, the majority of its native—students by the introduction of a testing programme.

The diagnostic Test in English Language Performance (TELP) was first developed in 1973 by Mr Mike Riddle, senior lecturer in linguistics at the polytechnic. He and other staff wanted to solve the practical difficulty of grading non-native English speakers into groups of roughly equal language attainment for teaching purposes and, where necessary, for remedial English language work.

After an initial trial of the test on students at the London University Summer School of English in 1973, Mr Riddle introduced a limited testing programme at the polytech-

year students on polytechnic engineering courses took it. A year later the numbers had grown to 100, and the test was used to help students involved alongside engineers.

By last autumn a refined version of the test was given to 366 first year entrants including those in engineering, business management, accounting and geography. The results were programmed and marked by computer for the first time—previously staff involved in the programme had completed a manual analysis—and they showed that the programme was doing a worthwhile job.

The testing has always involved overseas and home students because although the college needs to grade non-native speakers only it was felt this would be unnecessarily provocative. But Mr Riddle says the testing of home students has proved a useful exercise. They provide a control group for comparison, and the tests have revealed that some British students are not 100 per cent competent in "linguistic" skills.

The programme tests different language abilities, reading and listening comprehension, the interpretation of abstract, recognition of grammatical forms, and skill in word usage. In the latest version, modified since last year, all the questions are in a multiple choice format—easing the problems of computer programming—with one correct answer and three distractors.

Until this year students had only been tested at the beginning of the autumn term. However many supporters of the programme now argue that testing could be more

So far this summer 200 applicants hoping to join the BA course in business studies have been tested. The results have been used, alongside questionnaires, references and other relevant information, to build up a more adequate profile of individual applicants than in the past.

Miss Caroline Jackson, administrative assistant at the polytechnic's business studies and management resource centre, said that testing at selection ensured a better planned intake. Remedial language work could be planned where necessary and students could be prepared earlier for industrial placements.

Other departments will be testing at the initial stages of courses this autumn, although Mr Riddle believes the main future of the TELP programme lies in its use at selection.

He said that when used in conjunction with a questionnaire, the test helped predict which students would have language difficulties at an early stage. "But he added: "I do not want it used as an instrument for removing people from their courses or as a means of stopping students entering the polytechnic."

The aim of the programme was to help sort students into groups so that their language abilities were known and remedial help could be given. Mr Riddle said some areas within the college had advanced fast in the area of remedial language work but others did not provide special tuition for overseas students.

He said: "I really do believe there has been a failure within the

be given at that stage or by means of a special intensive course before they joined the polytechnic.

Dr Betty Jones, dean of humanities at Middlesex, has already made an approach to three of the further education colleges near the polytechnic. A keen supporter of TELP she would like to see the programme expanded at the polytechnic selection stage and into further education.

She said: "I have brought TELP to the attention of the colleges and they are now hoping to test some of their students. We have put the instructions for the test on tape and now it is computer marked the administration needed is minimal."

"We felt it was important to look outside the borders of the polytechnic and get some feedback. Although the test is still in the experimental stage some good work has been done."

The polytechnic now hopes to establish a research programme which would validate TELP. Dr Jones wants to find funds, probably from outside, to pay for a research assistant and finance the programme.

Both she and Mr Riddle believe that a staff team concentrating on English language teaching for foreign students and any necessary remedial work is needed within the polytechnic.

But while continuing to encourage students from overseas to do a pre-entry course in colleges of further education to bring their English up to standard the polytechnic has made the first move itself. This September it will be staging an intensive English language course for its first year overseas students

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The author is regius professor of modern history at Cambridge University.

Honestly titillating, sincerely erotic

Fortunes of King Lear

Peter Holland

Professor Roskill's approach lies closer to the second alternative, consisting as it does of a series of case studies of art historical problems chosen to demonstrate the character and breadth of the subject. He is deliberately selective in his choice of topics. All the works mentioned are paintings; approximately half of the book is devoted to Italian painting between about 1440 and 1520; no topics have been drawn from the period between the last quarter of the seventeenth century

Some problems in art history

Even accepting the self-imposed limitations of period, nationality and medium in the choice of topics, it might still have been possible to provide a valuable definition and question which answered the question, "What is art history?" But a disproportionately large part of the text is devoted to a limited number of issues such as attribution and dating.

The author's declared ambition is to show that "art history is a science, with definite principles and techniques, rather than a matter of intuition or guesswork." He shows little real penetration of the logical, epistemological, aesthetic and even moral problems which need constancy. Assumptions and watchfulness are laid down unquestioned premises. For example, we are informed that "an person's handwriting is like a situation, it will keep its identity as compared with other handwriting." (If we do not recog-

the summary presented by K. H. Coffin, Dywerek and the author are dispatched in two paragraphs, so that the author is not allowed to establish for art history a methodological orthodoxy. The subject does not, in fact, fit this book had been devoted to the most but more honest problems in Art History if it is to attract a different readership. It is a more enthusiastic response, it fails to entertain speculations aroused or to suggest speculations incurred by the book. It is seriously, it might be said, suitable for propagating a restricted picture of the richness and variety of art history in academic discipline.

Joan Busfield

Fertile field

One cannot quibble with a few features of this work. While designed deliberately to present analysis rather than description or ethnography, some more description would be helpful in evaluating the evidence on which the analysis is based and also to give more flesh to the abstract models. The recommendations for policy appear to bear only a sketchy relationship to the analysis and to the theoretical model, failing to make a strong plea for more easily available information about, and supplies of, contraceptives.

That said, the analysis is the main strength of the work and can stand on its own as a valuable contribution to the sociology of fertility and of decision making.

Known risk

Written within a structuralist framework, the volume's great strength is the richness of empirical material which it presents interestingly and in detail. Although four of the eleven chapters are

Sociology of medicine

The Chief Scientist, Sir Douglas Black, wants sociologists who teach doctors to be in medical schools—a remark which brought a sharp retort from Professor Hilsley. The debate about sociology of and in medicine is alive and well. Its present state is clearly, crisply and rewardingly presented in this slim volume.

Malcolm Johnson

AA, or one for the road?

...succinct phraseology.

Billie Thomsen comes closest in relating the life story of Bill W. Wall Street's speculative bubble burst in the time of the Prohibition 1929 crash, who subsequently foundered on issues that millions of alcoholics have taken up all over the world. The story with a moral, and it offers to bear that. That may be hard to accept in a cynical, disillusioned age in which paralyzing demand that the moral of any issue be the moral of problems should be as clear as the despairing, unpalatable conclusion: to a dramatized documentary, our television euphemism for a social problem, like *"One Is a Dead"*, "Johnny Come Home" and a hundred more which depicts the supposed villains of

disillusioning gall to—as it were—
“swallow” the pill for modern
pessimists. They inclined to dismiss
Bill W. and his work as “a waste.”
He is reminded that Aldous Huxley
described him as “the greatest
social architect of the century.”

For the rest, the studies reported
in *Violence and Smoking Behavior* make, in my opinion, a
constructive reading, especially illu-
minated by pedestrian “appraisals”
of each section or by a concluding
one on the “Research Position.”

On this evidence, the position must
be academically no longer in doubt.
In short, the editors sum it all
up beautifully with their own com-
ment that “Research, it seems, is
not always where the action lies.”

George Birdwood

Theory v. practice

Every teacher of research methods in sociology is faced with several hard choices: should students be treated as potential producers of research, or only as consumers? Should "methods" be defined primarily as empirical techniques, or should theoretical and philosophical issues be raised? Should the issues be experienced at first hand, in practical work, or is it sufficient to read about them in the work of others? John Hughes has thought about these problems and as a result has written a rather unusual textbook. Although he covers the conventional techniques, he always attempts to raise the theoretical questions about them and to show the ways in which "any method also involves a theory or theories of instrumentation". He is committed to the position that, whether students in the long run are to be producers or consumers of research, the best way to train them to understand the problems of research is to experience them and think about them for themselves. Thus, there are suggested exercises at the end of each chapter, and these exercises are carefully chosen ones which ask the student to use imagination and reflect on what he does as well as just to practise techniques.

and worthwhile one, and to a considerable extent it succeeds. Inevitably, however, there are points where the scope for different degrees of judgment. One of the problems is that the book assumes, realistically, that "methods" will be taught as a separate course, and issues will be discussed elsewhere. This means that epistemological issues are raised in relation to empirical research methods, but less attention is given to the problems of the social sciences. It is a feasible lack of interest in doing practical research at all. Another practical problem to which he does less than justice is that, even if possible, given the normal constraints on time, resources and student competence, to give students research experience that will spontaneously raise the most important questions! The book is well organized and does seem unduly difficult or demanding, and he does not consider the practical difficulties of coordination and division of labour in setting up a course in this way. Also, again, a problem for teacher or writer is to find the right balance between generalization and giving examples, and to follow a very consistent policy on this. There are some detailed examples of techniques but in other places none. This, in combination with his tendency to correct himself, and his terminology and ideas without explanation, might mean that students could also want to refer to other sources, including textbooks. But this is undoubtedly one of the most stimulating and interesting textbooks available, whether to be used on its own or in conjunction with others.

Jennifer Platt

A Thomist philosopher

An Introduction to the Philosophy of Bernard Lonergan
by Hugo A. Meynell
Macmillan, £10.00
ISBN 333 19261 3

"Of all contemporary philosophers of the very first rank, Bernard Lonergan has been up to now the most neglected", claims Dr Meynell in his introduction. Lonergan, born in 1904, is a Canadian Jesuit priest educated in Canada, Holyrood College, Oxfordshire (1926-29) and the Gregorian University, Rome, where, after the war, he held a teaching post for several years. His formidable and impressive volume *Insight, A Study of Human Understanding* appeared in 1957 and his *Method in Theology* in 1972. Two collections of his essays, one devoted to detailed interpretations of Aquinas, have also been published.

Lonergan is well known in Catholic circles, considerably less so amongst Protestant theologians, except perhaps in North America. The chief aim of Dr Meynell's book is to make Lonergan's thought more widely known to English, and English-speaking, theologians and philosophers, and his purpose is entirely commendable.

Lonergan has, justifiably, acquired a reputation as one of the leading contemporary Thomist philosophers. He is steeped in the philosophies of Aristotle, Augustine and Aquinas. In addition, he evidently possesses a comprehensive grasp of the classical philosophies of the seventeenth and eighteenth centuries. He has not, however, been content to expound and interpret the thought of Aquinas—his own daunting task. He has striven to relate Thomist thinking to later developments in philosophy, and in particular to take account of certain valuable insights

of central concern in Kantian philosophy. Lonergan has been engaged, almost single-handedly, in conducting, as it were, a dialogue between Aquinas and Kant which for him ends in Thomist conclusions which correct the errors, as he sees them, of Kantian philosophy. Here a crucial influence on Lonergan has been the work of Joseph Maréchal.

Kant, it will be recalled, wished to remove knowledge in order to make way for faith and morality. That is, by developing transcendental arguments, he attempted to establish the essential conditions of knowledge, and by knowledge Kant primarily meant scientific and mathematical knowledge. But if, according to Kant, knowledge in the strict sense is only possible in the realms of mathematics and science, Kant argued that this did not exclude the possibility of well-grounded belief in matters ethical and religious. The metaphysical price Kant was prepared to pay for underpinning Newtonian science while yet preserving intact our moral and religious convictions was the claim that human knowledge is never of reality as it is in itself but only of reality as structured by the knowing mind.

Lonergan, full of admiration for Kant's metaphysical sweep, has attempted to construct a comprehensive, synoptic metaphysics which will yield a basis for understanding science, mathematics, morality, art and religion. As a Thomist and disciple of Maréchal, he rejects the Kantian claim that our knowledge is not of reality but only of reality as structured by the human mind. Like Kant, he makes epistemology and theory of knowledge the central core of his metaphysics, but by constructing a theory of knowledge which hinges on his notion of the role of insight in acquiring knowledge, he claims to show that in knowing the mind truly knows reality as it is in itself, whilst not denying the Kantian claim that the human mind structures what it knows.

Lonergan's technical exposition of his ideas runs to some eight hundred pages in a short volume. He only concentrates on epistemology, the nature and scope of knowledge, the nature and scope of morality, God and philosophy. Lonergan's method, apart from a chapter in which he does summarize his main points, is to offer any knowledge, not only of his own but of the philosophical tradition, in a series of paragraphs which are almost exclusively on the order of "and now we turn to..."

Within its limited scope, Lonergan's book has produced a revolution in contemporary philosophy. It has, however, never been heard of outside the philosophy of the last few years. Kant, like Aquinas, has been made in Lonergan's book, but his thought is not as well known as it should be. Lonergan's book is a metaphysics which is important in its own right, but it would have been a pity if it had not been so. It is a philosophical masterpiece, and it is a pity that it is not as well known as it should be.

Quality of Latin American liberalism

The Emergence of Spanish America: 1808-1832
by Jaime E. Rodríguez
University of California Press, £10.00
ISBN 0 520 02875 9

No aspect of the movement for independence in Latin America is under dispute than the quality of its liberalism. Many a rebel who wanted freedom from Spain disdained the masses and feared democratic institutions. In fact, most of the great *caudillos* who bore the brunt of the fighting against the royalist troops, men like Bolívar, San Martín and Morelos, were conservatives who supported the creation of new monarchies or life-long presidencies, and the preservation of clerical privilege. But these were times of revolution, and on both sides of the Atlantic the more lively elements of the intellectual class became enamoured with the tenets of classical liberalism. While Spanish Americans fought each other over the question of independence, and British troops carried the war against the French in the peninsula, the Spanish *liberales* attended the Cortes of Cadiz from 1808-13, framed a liberal constitution which stripped the Crown and its executive agents of their power. Prominent in the debates of this assembly were several deputies from the American colonies who argued in vain for a more equitable system of representation for

the overseas provinces. However, like their German counterparts, the Latin American *liberales* had no wish to provide over the distribution of an empire. Even after 1820, when a second coup had returned them to power, they refused to condemn any negotiations with the insurgents, despite the growing ascendancy of patriot forces in South America. Finally, in Mexico, we encounter the paradox of a military coup launched against a liberal regime in the offing, a former royalist officer, having proclaimed a constitutional monarchy, then made himself emperor of an independent Mexico.

Once independence was achieved, the liberal *francmasons* of former deputies and exiles who had fled Europe and the United States established home to man the newly formed constitutions which repeated all the errors of their Spanish prototype. Disfranchised Spaniards condemned their native tradition and hailed the United States as the living image of their dreams, the practical embodiment of a liberal society. Influenced in part by Tom Paine's *Common Sense*, they deemed the New World the natural home of republicanism. Contrary to the appellation of Spanish *liberales*, who called them *liberales*, these men believed in America *tout court*. It was precisely this belief which led Rocafructe to advocate the incorporation of Cuba into the United States, or which persuaded

the Zavalas first to reject the United States and then to become the first president of the *Lepo Sur*. It was not until the close of the nineteenth century that a Latin American emerged as a significant response to the United States. The chief subject of his era, a wealthy Ecuadorian, after a period as deputy became secretary to the legation in London, then the negotiations for the recognition of independence and with it of a loan on the Stock Exchange. During these years he published a series of articles in London, and then, in 1845, he published a book, *El liberalismo en América*, which was a polemic in favour of the conservative cause. It was a polemic in favour of the conservative cause, but it was a polemic in favour of the conservative cause.

World atlas

William Collins have published two new atlases. *The Collins Atlas of the World* at £4.95, comprises 160 pages of maps in full colour and a comprehensive index and a statistical section. There are 50 pages of maps of the world, as well as full coverage of the rest of the world. The atlas is metric and has a conversion table. *The Collins Essential Atlas* at £1.45 contains the general maps of the world.

A. J. Nicholls

This week's reviewers

Onido Almansi is in the school of English and American studies at the University of East Anglia. J. D. Curran is principal lecturer in cell biology at Thames Polytechnic. C. J. Bliss, author of *Capital Theory and the Distribution of Income* is professor of economics at the University of Essex. Joan Russell lectures in sociology at the University of Essex. Maurice Cranston is professor of

Classified Advertisements

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The British Council

invites applications for the following posts:

Adviser in ELT and ESP (Egypt)

Department of English, University of Alexandria
To assist in the development and teaching of a new Master's degree course and to develop postgraduate courses in ESP in Faculties of Medicine, Engineering and Science.
Graduates with TEFL qualification, 5 years' TEFL experience at university level and ESP experience. Preference for MA or PhD candidates.
Salary: £5,001-£6,845 p.a., tax free.
Benefits: free furnished accommodation; overseas and children's allowances. One-year contract, renewable.
76 AU 81

Lecturers in TEFL (Iran)

British Council Teaching Centre, Meshed
For teacher training, supervision, course design, materials preparation and administrative duties.
Degree or teaching certificate, postgraduate TEFL/TEFL qualification; 8 years' relevant experience, including 2 years' specialised TEFL experience of ESP/teacher training/administration. Single or married candidates eligible.
Salary: £5,001-£5,817 p.a.
Benefits: generous allowance towards cost of accommodation; family fares; children's education allowances; employer's pension; UK superannuation; medical scheme. Two-year contracts, renewable.
76 IU 88-89

Lecturer in English/ELT Adviser (Chad)

University of Chad, N'Djamena
To train teachers, teach Service English, advise on ELT at the Institut National des Sciences de l'Éducation.
Degree in English or Modern Languages, postgraduate TEFL qualification, several years' relevant overseas experience, good knowledge of French.
Salary: £4,388-£5,409 p.a.
Benefits: overseas and children's allowances; free accommodation. Two-year contract.
76 HU 107

Return fares are paid. Local contracts are guaranteed by the British Council.
Please write, briefly stating qualifications and length of appropriate experience; quoting relevant references and title of post for further details and an application form to The British Council (Appointments), 65 Davies Street, London W1V 2AA.

UNIVERSITY COLLEGE CORK

Temporary Full-time Assistant in Experimental Physics

Applications are invited for an appointment as Temporary Full-time Assistant in the Department of Experimental Physics in the range of Assistant/Lecturer/College Lecturer.
The appointment will be for one year from 1 October 1976.
Salary: Within the range £3,687 to £5,642 p.a. The duties of the post are to teach and examine in undergraduate and honours courses in the Department of Experimental Physics as directed by the head of the department.
The academic level and the point on the salary scale, at which the appointment will be made, will depend on the qualifications and experience of the person appointed. Applications (in triplicate) together with the names and addresses of not more than three referees should be forwarded to:
Professor E. P. Fahy
Department of Experimental Physics,
University College Cork
from whom further details may be obtained. Latest date for receipt of applications is Monday, 26 July, 1976.

THE UNIVERSITY OF DAR ES SALAAM—TANZANIA

Applications are invited for the following posts:

1. SENIOR LECTURER/LECTURER IN GEOLOGY

Candidates must possess a Ph.D. or equivalent with a minimum of 10 years' teaching experience of teaching in a tertiary academic institution. They must have experience of teaching in the field of Geology and the ability to teach in a practical field. Consideration will be given to candidates with a specialisation in Mineralogy, Petrology, and Geochemistry. An exceptionally qualified candidate may be appointed as Associate Professor.

2. SENIOR LECTURER/LECTURER IN MATHEMATICS

Applicants should have a minimum of 10 years' teaching and research experience at university level. Preference will be given to those specialising in some area of analysis. Salaries: Senior Lecturer, TZS 102,752-125,000 p.a.; Lecturer, TZS 75,252-90,000 p.a. (TZS 100 = Sh 1000). The British Government may supplement salaries in the range £2,292-£2,682 p.a. (for married couples) or £1,426-£1,674 p.a. (for single applicants) (this accommodation is currently under review and may be subject to change). Candidates should send a curriculum vitae and two references to the University of Dar es Salaam, P.O. Box 3599, Dar es Salaam, Tanzania.

Return fares are paid. Local contracts are guaranteed by the British Council. Please write, briefly stating qualifications and length of appropriate experience; quoting relevant references and title of post for further details and an application form to The British Council (Appointments), 65 Davies Street, London W1V 2AA.

UNIVERSITY OF THE WEST INDIES—TRINIDAD

Applications are invited for the following post:

LECTURER/ASSISTANT LECTURER IN EDUCATION AND THE TEACHING OF ENGLISH IN THE IN-SERVICE EDUCATION DIPLOMA COURSE

Experience and interest in teaching English in a multi-cultural situation. Salary scale: Lecturer: 1976/77: TZS 102,752-125,000 p.a.; Assistant Lecturer: 1976/77: TZS 75,252-90,000 p.a. (TZS 100 = Sh 1000). The British Government may supplement salaries in the range £2,292-£2,682 p.a. (for married couples) or £1,426-£1,674 p.a. (for single applicants) (this accommodation is currently under review and may be subject to change). Candidates should send a curriculum vitae and two references to the University of the West Indies, P.O. Box 3599, Trinidad.

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THE NATIONAL UNIVERSITY OF AUSTRALIA

Applications are invited for:

SENIOR LECTURESHIPS/LECTURESHIPS IN LAW

Salary Scale: Senior Lecturer: A\$104,400-125,000 p.a.; Lecturer: A\$75,252-90,000 p.a. (A\$100 = £100). The British Government may supplement salaries in the range £2,292-£2,682 p.a. (for married couples) or £1,426-£1,674 p.a. (for single applicants) (this accommodation is currently under review and may be subject to change). Candidates should send a curriculum vitae and two references to the University of the West Indies, P.O. Box 3599, Trinidad.

THE UNIVERSITY OF AUSTRALIA

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AUSTRALIA MONASH UNIVERSITY

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